

Edmunds Central School District Improvement Plan/Progress Report Form

Principle: Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04 Evaluation procedures

School districts shall ensure a child is assessed in all areas related to the suspected disability and that evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by parents that may assist in developing the content of the child's IEP.

24:05:25:04.03. Determination of eligibility. Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report to the parent.

Through file review, the monitoring team confirms the steering committee's findings in the area of functional evaluation reports. In six of seven files reviewed, functional evaluations were administered but the information was not consistently put into form that can be shared with parents. There was one speech file that did not have the functional information summarized into a report form. Two additional files lacked a written report summarizing functional skills in the area of academic achievement.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will ensure evaluation procedures and instruments meet the minimum requirement.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

[District will gather relevant functional and developmental information during the evaluation process and present the evaluation results to the parents.](#)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress

Record date
objective is met

12 month progress

Record date
objective is met

6 month reporting date 05/08/05
 12 month reporting date 00/00/00

<p>1. What will the district do to improve? All initial evaluations and reevaluations will include functional and developmental assessments and provide results to parents. What data will be given to SEP to verify this objective? District will review 100% of the initial evaluations/reevaluations conducted during the 6 month period and document the number of files reviewed, the number of files that had functional assessments completed and the number of files in which functional results were given to parents.</p>	<p>November 5, 2005</p>	<p>Special Education Teacher and Director</p>	<p>MET</p>	
<p>Please explain the data (6 month) A total of 4 students were evaluated during the 6 month reporting period. 100% of the evaluations contained functional assessment and 100% of the parents received a copy of the functional evaluation report.</p>				
<p>Please explain the data (12 month)</p>				

Principle: Principle 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of compliance

24:05:30:15. Surrogate parents. Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. At a minimum, a district's method for determining whether a child needs a surrogate parent must include the following: The district superintendent or designee shall appoint surrogate parents. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

Through interview, the monitoring team determined the district is out of compliance in the area of surrogate parent. The district does not presently have on file a list of persons willing to act as a surrogate parent.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

District will ensure all procedural safeguards are followed.

6 month reporting date 05/08/05

12 month reporting date 00/00/00

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will maintain a list of persons appointed as surrogate parents and document the training date.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will develop a list of surrogate parents and maintain that list at each of the district sites. What data will be given to SEP to verify this objective? The district will document and report the date the list has been finalized.	May 5, 2005	Special Education Teacher and Director	MET	
Please explain the data (6 month) A list of potential surrogate parents was completed the first of April 2005 and is posted in the school office.				
Please explain the data (12 month)				
2. What will the district do to improve? The district will provide training for surrogate parents of the district. What data will be given to SEP to verify this objective? The district will report the number of surrogate parents trained and the date the training was completed.	May 5, 2005	Special Education Teacher and Director	MET	
Please explain the data (6 month) All potential surrogate parents were provided training the first of April, 2005 and signed a training log to verify their training had been completed.				
Please explain the data (12 month)				
3. What will the district do to improve? The district will document the number of times a surrogate parent was needed within each reporting period. What data will be given to SEP to verify this objective? The district will report the number of IEPs conducted and the number of times a surrogate parent was needed during the reporting period.	November 5, 2005	Special Education Teacher and Director	MET	
Please explain the data (6 month) To date, the district has not required the service of a surrogate parent. Procedures are in place in the event one is needed.				

6 month reporting date 05/08/05

12 month reporting date 00/00/00

Please explain the data (12 month)

Principle: Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: A statement of the student's present levels of educational performance, how the student's disability affects the student's involvement and progress in the general curriculum, a statement of measurable annual goals, including benchmarks or short-term objectives, a statement of how the student's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled student's progress.

Through file review, the monitoring team agrees with the steering committee's findings in the area of IEP content. The IEP teams did not consistently address all areas of IEP content. In two of seven files reviewed, parent input was not documented on the present level of performance. In four of seven files reviewed the team did not adequately document how the student's disability affects his/her progress in the general curriculum. Statements such as "Without 1:1 assistance in helping student with math..." and "continued upgrading of student's adaptive abilities will provide her greater independence ..." does not address how the disability affects the student's progress in the general curriculum.

Through interview, the monitoring team determined the school district reports student progress to parents eight times a year for non-disabled students but reported progress for students with a disability only four times a year. Parents must be informed of their student's progress at least as often as parents are informed of their non-disabled student's progress.

In three of the seven files reviewed, annual goal statements were not measurable. Goal statements such as "Student will improve in math problem solving.", "Student will improve in accepting responsibility for her school behavior.", and "Student will improve in math abstract reasoning and understanding..." are not measurable.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[District will ensure the individualized education plans contain all required content.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[The district will: 1\) document how the student's disability affects his/her progress in the general curriculum.](#)

[2\) develop measurable goals and objectives for each skill area](#)

[3\) report progress on goals and objectives to parents at least as often as parents are informed of their non-disabled student's progress.](#)

6 month reporting date 05/08/05

12 month reporting date 00/00/00

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will include all required content in the Present Level of Performance, including documentation of how the student's disability affects his/her progress in the general curriculum. What data will be given to SEP to verify this objective? The district will review 100% of the IEP's conducted during the 6 month period and document the number of files reviewed and the number of files that contained all required content in the Present Level of Performance, including how the student's disability affects his/her progress in the general curriculum.</p>	November 5, 2005	Special Education Teacher and Director	MET	
Please explain the data (6 month) A total of 6 IEP have been written during the 6 month reporting period. 100% of the IEPs contained the required content in the present levels of performance. (strength, needs, general curriculum and parent input)				
Please explain the data (12 month)				
<p>2. What will the district do to improve? The district will inform parents of their student's progress as often as parents are informed of their non-disabled student's progress What data will be given to SEP to verify this objective? The district will review 100 % of files and document the number of files reviewed and the number of files in which student progress toward annual goals was reported in each goal as often as that for non-disabled students.</p>	November 5, 2005	Special Education Teacher and Director	MET	
Please explain the data (6 month) A total of 6 IEP were written during the 6 month reporting period. 100% of the goal pages documented information regarding progress towards the annual goals. The date the progress report was sent to parent was also documented.				
Please explain the data (12 month)				

6 month reporting date 05/08/05
 12 month reporting date 00/00/00

<p>3. What will the district do to improve? The district will develop measurable goals and objectives for each skill area on the student's IEP. What data will be given to SEP to verify this objective? District will review 100% of the IEPs conducted during the 6 month period and report the number of files reviewed and the number of files which contained measurable goals and objectives in each skill area.</p>	<p>November 5, 2005</p>	<p>Special Education Teacher and Director</p>	<p>MET</p>	
<p>Please explain the data (6 month) A total of 6 IEPs were written during the 6 month reporting period. 100% of the IEPs contained skill based, measurable/observable goals and short term objectives or benchmarks.</p>				
<p>Please explain the data (12 month)</p>				